

## Implementation of Problem Based Learning Model (PBL) to Increase Student Learning Activeness in Class II

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### 1. Abstract

Implementation of Problem Based Learning Model to Increase the Learning Activity of Class II Students. This study aims to increase activeness in the learning process in grade II SD using a problem-based learning model. This type of research is Collaborative Classroom Action Research (PTKK). The hypothesis in this study is that the application of the problem-based learning model can increase the learning activeness of grade II elementary school students. The subjects of this study were grade II elementary school students totaling 29 students. This research was conducted in 2 cycles. Each cycle consists of 2 meetings. The method used in data collection is observation carried out in the classroom. The results showed a positive impact on activeness in the learning process in the classroom by using the Problem Based Learning (PBL) model rather than the conventional model. This can be seen from the liveliness data in the student learning process using the Problem Based Learning (PBL) model in the initial data collection showed a pre-cycle of 48.3%, an increase in cycle 1 of 58.6% and an increase in cycle II of 78.0%. That means there is an effect of using the PBL model on the activeness of the learning process of grade II elementary school students.

**Keywords :** *implementation , problem based learning, activeness*

### 2. Introduction

Education has a very important role in human life, because it can affect human development in terms of personality and life. Therefore, humans need education from the time they are born until they are old and even until the end of life. Education is also one

of the most important supporting factors for the development of quality human civilization. Therefore, in order for the Indonesian nation today to have quality resources, of course, an effort must be made to improve the quality or quality of education

The National Education Law no. 20 of 2003 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Based on the definition above, it is known that the orientation of education is to mature and mature students, so that they will become personal figures who have independence in dealing with various problems that arise both during the education process and those found in everyday life.

Education is the key to success in achieving a glorious future. Talking about the education process, it is of course inseparable with the efforts that must be made to develop quality human beings. A qualified human being is a human being who has the ability to carry out his role in the future. To become a quality human being, it must go through a quality education process as well. Thus, to have the ability to carry out roles in the future, it must go through an educational process that is implemented by the learning process. Educators and students are a unity that is the main factor in the learning process, because in essence learning activities are a reciprocal process between educators and students in learning units.

Thus, the success or failure of an education depends on how the learning process is experienced by the students themselves directly. The role of the teacher is very decisive in improving the quality of education. For this reason, teachers must be precise in choosing and using learning strategies so that the subject matter can be delivered more creatively and fun, so that the atmosphere in the classroom becomes more active and lively. With this active learning, students are invited to participate in all learning processes, not only mentally but also physically. In this way, students will usually feel a more pleasant atmosphere so that learning outcomes can be maximized (Hisyam Zaini, Bermawy Munthe, and Sekar Ayu Aryani, 2016).

In the learning process, the teacher is said to have successfully mastered the classroom situation if students are active in participating in the learning process. Like students are active in asking questions with the teacher and their classmates.

Therefore, given the importance of student activeness in the learning process, teachers are required to be more creative in order to create more effective and efficient learning conditions. One of the efforts that can be made by teachers in creating more effective and efficient learning conditions is by implementing active learning strategies. Active learning is intended to optimize the use of all the potential possessed by students, so that all students can achieve satisfactory learning results according to their personal characteristics.

There are many kinds of active learning models, one of which is Problem Based Learning (PBL), which is a learning method triggered by problems, which encourages students to learn and work cooperatively in groups to find solutions, think critically and analytically, be able to determine and use appropriate learning resources.

Based on the explanation above, the focus of the problem that can be raised is: Implementation of Problem Based Learning (PBL) to Increase Student Learning Activeness in class II SD. Research conducted by (Sukirman & Moch Solikin, 2020) concluded that the Problem Based Learning learning model can increase student learning activeness and motivation, then research conducted by (Nurrohimi et al, 2022) showed that the use of Problem based learning can increase student learning activeness in Civics class IV SD. The next relevant research is research (Ni Made Ayu Primadewi, 2022) creating problem-based learning oriented animated video media on fraction material for fourth grade elementary school students.

The formulation of this research problem is whether there is a significant effect of the Problem Based Learning learning model on the learning activeness of grade 2 elementary school students. While this study aims to determine the effect of using the Problem Based Learning learning model on student learning activeness in grade II elementary school students.

### **3. Method**

This type of research is Collaborative Classroom Action Research (CAR). This PTK in its implementation, the researcher collaborates with field supervisors, student teachers, school principals, and also class teachers. Classroom action research is a series of steps (cycles) consisting of planning, action, observation, and reflection which continues to generate new cycles until the classroom action research is stopped (Azizah. et al, 2021: 18). This research uses the Kemmis and Mc Taggart PTK model introduced by Kurt Lewin which has four stages in each cycle, namely planning, acting, observing, and reflecting.

#### **3.1. Participants and context**

The subjects involved in this study were grade II elementary school students in the 2022/2023 academic year with a total of 29 students. Data collection techniques are carried out by describing the results of tests conducted directly to students to obtain data on the learning activeness of students. The test method is used to obtain data on the level of mastery of learning material before and after learning. The analysis technique goes through two stages, namely 1) using descriptive analysis techniques, namely test results from initial conditions, cycle I and cycle II, so that after comparing the results of cycle I and cycle II results there are differences and improvements; and 2) using observation techniques with descriptive analysis based on the results of observation and reflection. Furthermore, from the results of student learning before the implementation of the Problem Based Learning model learning compared to the results after the implementation of the Problem Based Learning learning model to determine the progress of student learning activeness. Based on this, this research is focused on increasing the learning activeness of grade II elementary school students using the Problem Based Learning learning model.

#### **3.2. Material**

Procedure research carried out in two cycles Where every cycle consists from stages Action planning , Action implementation , observation and analysis or reflection .

#### **3.3. Collection and analysis**

In collecting data, this research uses several techniques, the first of which is observation. Observation which is defined as observation carried out directly by involving all senses to

obtain data on student learning activeness. And the next data collection technique is the learning outcomes test which is carried out to measure the improvement of student learning outcomes by providing evaluation questions related to the material that has been taught. This test is carried out at the end of each cycle or after students get actions that use the Problem Based Learning learning model. The next technique is documentation which is carried out to obtain data on previous grades, a list of students, and teaching modules to support and strengthen the results of the study.

### 3.4. Consideration Ethical

The instruments in this study were observation sheets and questionnaires used as guidelines in collecting data. With the observation sheet, researchers will obtain data on student activity during the learning process and student behavior during the learning process. Another way to get data from respondents is to use documentation techniques. Documentation in this study is in the form of photos and videos used to visually describe the conditions that occur during the learning process and see in detail the activities during the learning process in the application of the Problem-Based Learning Model in thematic learning. Student activities during teaching and learning activities through Problem Based Learning models are obtained through observation and processed with the percentage formula, which is as follows: (Arikunto, 2010: 191).

$$Presentase = \sum \frac{\text{skor diperoleh}}{\text{skor maksimum}} \times 100 \%$$

### 3.5. Limitations Studies

The hypothesis of this study is that the use of the Problem Based Learning learning model can increase the learning activeness of grade II elementary school students.

## 4. Results and Discussion

The results of the application of the Problem Based Learning method showed an increase in activeness in the learning process in the classroom. The results in the pre-cycle were 48.3%, an increase in cycle 1 of 58.6% and an increase in cycle II of 78.0%. The average student learning activeness increased by 19.4% from cycle I to cycle II.

In addition to observing student activeness in the classroom, observations were also made to find out the teacher's implementation in using the Problem Based Learning model. Based on the results of observations of the application of the Problem Based Learning learning model, there was a percentage increase from cycle I to cycle II of 8.6%. The following is a table of observation results on grade 2 students by applying the Problem Based Learning learning model.

Table 1. Comparison The implementation of the PBL Learning model Cycle I and Cycle II

No.	Action	Percentage	Category	Indicator Success
1.	Cycle I	91.4%	Very good	Reached (>70%)
2.	Cycle II	100.00%	Very good	Reached (>70%)

## 5. Conclusion

Based on the results of the research, the PTK that has been carried out shows that the Problem Based Learning model can increase student learning activeness in class II Elementary School. This can be seen from the observation of student learning activeness in the pre-cycle of 48.3%, an increase in cycle 1 of 58.6% and an increase in cycle II of 78.0%. The average student learning activity increased by 19.4% from cycle I to cycle II.

In addition, the increase in student learning activities can also be seen from the results of observations where in cycle I the percentage was 91.4% in the very good category. While in cycle II the percentage was 100% very good category and had reached the success indicator. Thus the application of the Problem-based Learning model can increase the learning activeness of grade II elementary school students.

## 6. Confession

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